DOCUMENT RESUME

ED 359 588 CS 508 234

AUTHOR Hanson, Trudy L.
TITLE Organizational Communication Feud.
PUB DATE Apr 93
NOTE 5p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Class Activities; *Educational Games; Higher Education; *Learning Activities; *Organizations (Groups); Student Participation; Undergraduate Students
IDENTIFIERS Gamesmanship; *Organizational Culture; Student Surveys

ABSTRACT

A communication instructor designed the "Organizational Feud" game to emphasize the variety and pervasive influence of organizations upon students' lives. In this game, students complete surveys indicating the organizations to which they belong and the values reflected in the organizations. The instructor codes the responses on the surveys and develops a profile of the organizations to which students belong and the organizations which are listed most frequently. The class is divided into two groups. Categories are announced and group members confer. The team correctly answering the initial category is given two more opportunities to score before the other team can respond. Scores are determined according to the frequency with which a response occurs. After competition as heated and excited as any televised version of the "Family Feud," the instructor and students discuss the impact of organizations in the student's everyday lives. (A sample criteria sheet used for scoring and the survey are attached.) (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED359588

ORGANIZATIONAL COMMUNICATION FEUD

Trudy L. Hanson
West Texas State University

To emphasize the variety and pervasive influence of organizations upon students' lives, I have designed the Organizational Feud game. At the first class meeting of SCOM 331, Organizational Communication, I have students complete a survey adapted from the instructor's manual that accompanies the text, Organizational Communication by Kreps (1990). Students are asked to list their major, the reason for taking this class, college organizations to which they belong, community and social organizations to which they belong, religious organizations in which they participate, values that are important to them and how those values are reflected in the organizations to which they belong, interests and hobbies, and the organizations to which they aspire to belong in five years time.

Before the next class meeting, I go through the completed surveys and code the responses given. This provides a profile of the organizations to which students belong and the organizations which are listed most frequently. The profile serves as the criteria for correct answers in the Organizational Communication Feud game.

At the second class meeting, the class is divided into two groups and asked to select a spokesperson. The two spokepersons sit on each

CS508234

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Trudy Hanson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

side of a table within reach of an office bell. I announce the categories, allow the spokespersons to confer with their teammates and then ask the question. Whomever rings the bell first, is given the first opportunity to reply. If the team correctly answers the initial category, then they are given two more opportunities to score before the second team is allowed to reply. Scores are determined according to the frequency with which a response occurs. For example, if ten students responded to the question on the survey by writing "education" for their major field, then the team that answers "education" for that category receives ten points.

After the competition which becomes just as heated and excited as any televised version of Family feud, we discuss the impact of organizations on the student's everyday lives and some of the implications of their replies to the survey.

SAMPLE CRITERIA SHEET USED FOR SCORING

The following categories emerged from the responses given by students during the Fall, 1992 semester:

COLLEGE ORGANIZATIONS:
- Social (5)
- Professional (2)
- Academic/Honorary (5)
- Religious (1)
- Student Organizations (5)

COMMUNITY ORGANIZATIONS:
- Volunteer (7)
- Public School (4)
- Religious/Civic (3)
- Self-Help (1)

RELIGIOUS ORGANIZATIONS:
- Baptist (3)
- Episcopalian (2)
- Church of Christ (2)
- Christian Church (2)
- Catholic (1)
- Christian Scientist (1)
- Currently No Affiliation (7)

VALUES:
- Honesty (13)
- Family (5)
- Trust (3)
- Freedom of Expression (2)
- Kindness (2)
- Fairness (2)
- Work (2)
- Self-Respect (2)
- Truthfulness (2)
- Others listed at least once: conscientiousness, God, happiness, forgiveness, excellence, religion, ethics, helping others.

ORGANIZATIONS STUDENTS ASPIRED TO BELONG TO IN 5 YEARS:
- Professional Educational Associations (6)
- Church Organizations (3)
- PTA (2)
- Lions Club (2)
- Other organizations listed at least once included WT Alumni, Graduate school, CPA, political associations, American Cancer Society, Peace Corps

MAJORS OF CLASS MEMBERS:
- Speech Communication (5)
- Elementary Education (5)
- Secondary Education (5)
- Public Relations (3)
- Special Education (1)
- Computer Science (1)
- Allied Health (1)
- Criminal Justice (1)
- Business Management (1)
- Accounting (1)

ORGANIZATION COMMUNICATION STUDENT SURVEY

NAME_____MAJOR_____

REASON FOR TAKING THIS CLASS:

COLLEGE ORGANIZATIONS TO WHICH YOU BELONG:

COMMUNITY AND SOCIAL ORGANIZATIONS TO WHICH YOU BELONG:

RELIGIOUS ORGANIZATIONS IN WHICH YOU PARTICIPATE:

VALUES THAT ARE IMPORTANT TO YOU:

HOW ARE THESE VALUES REFLECTED IN THE ORGANIZATIONS TO WHICH YOU BELONG:

INTERESTS AND HOBBIES:

TO WHAT ORGANIZATIONS DO YOU ASPIRE TO BELONG IN FIVE YEARS TIME: